



EXECUTIVE SUMMARY

Fine Arts Work Groups

Grade-Level Expectations Revisions & Recommendations

March 2019

"Art helps us see connections & brings a more coherent meaning to our world."

- Earnest Boyer, president, Carnegie Foundation

For the past year and a half, 32 fine arts education professionals and community members have come together to review and recommend updates to the Missouri fine arts Grade-Level Expectations (GLEs) in the existing areas of dance, music, theatre, and visual arts for kindergarten through grade 12. Through discussions about current implementation across the state and research into evolving and best practices, the work group members revised the existing dance, music, theatre and visual art GLEs with the addition of prekindergarten and the inclusion of media arts GLEs PK–grade 12.

Within the work group meetings, content area experts worked on providing grade-by-grade performance expectations from PK–grade 8, and three levels for high school in each area: dance, media arts, music, theatre, and visual arts. Music was also specifically broken out into discrete strands that address common high school music classes, such as Ensembles and Music Composition/Theory. The five fine arts areas are then unified through the inclusion of four shared artistic processes: creating, performing/presenting, responding, and connecting as well as 11 common big ideas that work together to emphasize developing artistic literacy in all five art forms.

The addition of media arts GLEs reflects a broadened definition of arts-making that includes contemporary forms such as animation, film, gaming or interactive and computer-based art-making.

Media arts is a developing field and has already been included as a fine art in 25 states that have adopted media arts standards. Educators of Missouri and our work group see the need for a specially designated task force to continue the work around the inclusion and promotion of media arts as a fine art subject area.

Along with the revised GLEs for each fine arts content area, included in this document are tools to assist arts teachers in their transition to the new GLEs: a crosswalk to the previous GLEs, a glossary of terms used within the GLEs to clarify meaning and intent, an analysis of feedback and revisions rationale, and a frequently asked questions page. We submitted the draft of each content area for comments via a survey on the Department of Elementary and Secondary Education website for an extended period of two months. We solicited comments and feedback during the Missouri Thespians Conference, Missouri Music Educators Association Conference, and Missouri Art Education Association winter meeting as well as contacting the Missouri Dance Organization for feedback. Survey results including specific comments were all read by work group members during an in-person work group meeting. We carefully considered the feedback as we determined revisions, created crosswalks and answered frequently asked questions.

What we heard most often from teachers offering feedback was a need for more professional development and resources that would elevate and propel our practice forward. We heard a strong desire for assistance and support for implementing instruction. Therefore, our revisions also include a list of five recommendations for the future (details included in the additional work group recommendations section of the document):

1. Convene a Fine Arts Advisory Committee:

- Develop a conceptual framework as well as item specifications and descriptors for each fine arts content area.
- Develop crosswalks between fine arts and other content areas establishing strong arts integration support.

2. Establish a media arts task force:

- Develop media arts course descriptions that define what media arts looks like from the fine arts perspective.
- Examine certification and higher education learning opportunities.
- Model how to create a truly interdisciplinary course of study.

3. Create a professional development plan and network of professional connections and resources.

4. Recognize and support the fine arts as a part of a well-rounded education and part of the core to Missouri students' learning:

- Take steps to ensure students are receiving fine arts instruction
 - ✓ Early childhood
 - ✓ Junior high/middle school

5. Promote the arts and communication creative pathway with the development of a Missouri diploma seal of artistic literacy.

In summary, the revisions to the fine arts GLEs have been carefully crafted and evaluated with input from educators and community members across the state. These revisions will ensure a focus on the development of student skills that are greatly needed in college and career by assessing student development in creativity, critical thinking, communication, and collaboration.